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| CATEGORY | **4**  **Advanced Proficient** | **3**  **Proficient** | **2**  **Developing Proficiency** | **1**  **Novice** |
| **Accuracy of Content** | **The game consistently presents the theme of the novel and elements of mystery and suspense in an intriguing manner.**  **The game includes unique connections to tnovel and the choice of information included in the game demonstrates a sophisticated understanding of both the theme and mystery verses suspense.** | **The game presents the theme of the novel and elements of mystery and suspense.**  **The game includes obvious connections to the novel and the choice of information included in the game demonstrates an adequate understanding of both the theme and mystery verses suspense.** | **The game includes some elements of theme regarding the novel and few elements of mystery and suspense.**  **The game includes little connections to the novel and the choice of information included in the game demonstrates an inadequate understanding of both theme and mystery verses suspense.** | **The game includes few elements of theme regarding the novel and elements of mystery and suspense are insufficient.**  **The game includes no connections to the novel and**  **the choice of information included in the game demonstrates little or no understanding of both theme and mystery verses suspense.** |
| **Directions** | **The directions are clearly written and present an obvious objective.**  **The directions demonstrate the students’ thorough understanding of the game.**  **The directions allow the players to complete the game without confusion.**  **The occasional error in language usage does not detract from the player’s understanding of the rules.** | **The directions are clearly written and present evidence of an objective.**  **The directions demonstrate the students’ adequate understanding of the game.**  **The directions allow the players to complete the game with little confusion.**  **The occasional error in language usage does not detract from the player’s understanding of the rules.** | **The directions are unclear and present little evidence of an objective.**  **The directions demonstrate the students’ minimum understanding of the game.**  **The directions do not allow the players to complete the game without some confusion.**  **The frequent errors in language usage detract from the player’s understanding of the rules** | **The directions are unclear and lack an objective.**  **The directions demonstrate the students’ little or no understanding of the game.**  **The directions do not allow the players to complete the game without much confusion.**  **The many errors in language usage detract from the player’s understanding of the rules** |
| **Layout/**  **Attractiveness** | **The layout/construction of the game enhances the content of the game.**  **The layout/construction of the game is sophisticated in its connection to the theme and elements of mystery verses suspense.**  **The use of a variety of colors/design features enhances the visual appeal of the game and its components.**  **The use of a variety of features enhances the play appeal of the game.** | **The layout/construction of the game supports the content of the game.**  **The layout/construction of the game is connected to the theme and elements of mystery versus suspense.**  **The use of a variety of colors/design features increases the visual appeal of the game and its components.**  **The use of a variety of features increases the play appeal of the game.** | **The layout/construction of the game detracts from the playing of the game.**  **The layout/construction of the game is not connected to the theme and elements of mystery verses suspense.**  **There is little use of a variety of colors/design features which detracts from the visual appeal of the game and its components.**  **There is little play appeal.** | **There is no obvious layout/**  **construction of the game.**  **There is no connection to the theme or elements of mystery versus suspense.**  **There is a lack of the use of a variety of colors/design features which detracts from the visual appeal of the game and its components.**  **There is no play appeal of the game.** |
| **Creativity** | **The game clearly reflects the depth of thought the students put into creating a uniquely interesting and challenging game.**  **The game clearly reflects the depth of thought the students put into developing creative components (e.g., game questions, game pieces and game board.)**  **The game is obviously original.** | **The game reflects that the group put adequate thought into making the game interesting and challenging by using a combination of textures, writing, and/or interesting characters.**  **The game is obviously original.** | **The game reflects that the group put some thought into making the game interesting and/or challenging by using a combination of textures, writing, and/or interesting characters.**  **The game is obviously original.** | **The game reflects that the group put little or no thought into making the game interesting and/or challenging.**  **The game is obviously original.** |